



Project-Based Learning Phase I: Crafting a Driving Question

Virtual Learning Series
October 26, 2016



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HOUSEKEEPING



YOU FOR YOUTH



- Tell us if you are sharing a computer
- Your questions
- Chat box
- Web recording



AGENDA: WHAT TO EXPECT

- Four live webinars
- Interactive sessions
 - Discussion Board: Office hours from 2 PM-3 PM Eastern
 - Podcasts
- Links to Y4Y resources
- Peer networking
- Certificate of Completion
 - Participate in at least 3 of the 4 webinars and complete the online Project-Based Learning Module



POLLS



Please respond to each of the following:

Have you signed-up or logged into Y4Y?

Yes No

Have you started the PBL Learn course?

Yes No

Have you downloaded resources, watched videos, or connected to external resources on Y4Y this week?

Yes No

Have you interacted on the discussion board?

Yes No

Have you listened to the podcast?

Yes No

DRIVING QUESTION



YOU FOR YOUTH



Why should a staff member invest time and effort to ensure there is a quality driving question to guide the activity?

SESSION OBJECTIVES



- Review Webinar 1 outcomes
- Define “As”: Academic Rigor & Adult Relationships
- Explore elements of a strong driving question
- Demonstrate & practice creating driving questions



Y4Y WEBSITE

<http://Y4Y.ed.gov>



Yo FOR YOUTH Online Professional Learning and Technical Assistance for 21st CCLCs

[Learn](#) [Teach](#) [Tools](#) [Network](#) »

[Y4Y](#) > [Learn](#) > [Project-Based Learning](#) [Contact Us](#) | [Join](#) [Sign In](#)

Project-Based Learning

Introduction to Project-Based Learning

 The introduction provides an overview of project-based learning, including the benefits of authentic projects and engaging students in a process of inquiry. Learn how to design hands-on projects and move from a driving question to a culminating event to a reflection on learning.

Implementation Strategies

 Find strategies to move project-based learning into practice, including setting project goals and keeping projects student-centered. Learn how to sustain your project over time and how to document your project's progress.

Coaching My Staff

 Learn how to coach staff to effectively plan projects, engage youth, and document learning. Identify ready-to-use tools to help you in building your staff's skills.

My Notebook

PROJECT-BASED LEARNING

The Notebook is a useful way to jot down notes as you go through the various topics available on the **You For Youth** website. If you'd like to use the notebook, please **sign in** if you already have an account or **register now** to join the Y4Y community!

Glossary

PROJECT-BASED LEARNING

Search This Topic

[Show Project-Based Learning Glossary](#)

[View Entire Glossary](#)

WEBINAR I REVIEW

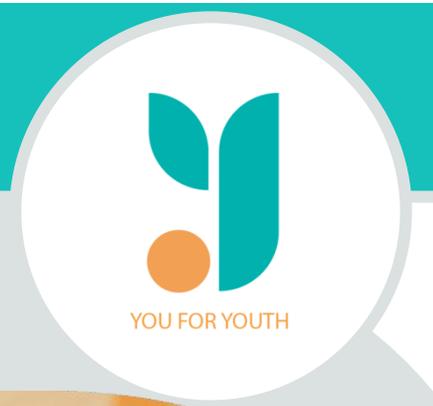


YOU FOR YOUTH



- Six “As” of Quality PBL
- Defined PBL and its benefits
- Phase I: Designing and Developing
- Review and interact with Y4Y resources
- Network and communicate on the discussion board
- Podcast: How student’s personalities influence team activities

SIX **As** OF QUALITY PROJECT-BASED LEARNING



Authenticity

Academic Rigor

Adult Relationships

Appplied Learning

Active Exploration

Assessment



ACADEMIC RIGOR



When developing driving questions and projects, be sure they do these things:

- Address student needs
- Embed key learning standards
- Pose essential question(s) of relevance to the student
- Span multiple disciplines and subject areas





USING DATA





INTENTIONAL PROGRAM DESIGN



School Need

Only 70 percent of sixth-grade students met the standard on state Math assessment.

Student Need

Students not meeting the standard on state Math assessment failed most often because they failed to master using fractions and measurement.

Student Voice

Students want activities in cooking, art and gardening.

Y4Y RESOURCES



Survey of Teacher Programming Needs

Directions: Use the following survey to ask school-day teachers about the subjects or topic areas in which students need additional assistance. For each subject or topic area, have them list specific skills in which students need assistance. Then ask them to assign a priority level—low, medium, or high—to these skills. Teacher suggestions should be based on assessments of student achievement, observation, student preferences, and parent feedback.

School-Day Teacher Name: _____

Grade Level(s): _____

Subject/Topic Area	Specific Skills	Priority Level
		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

NATIONAL PARTNERSHIP FOR QUALITY AFTERSCHOOL LEARNING: www.sed.org/afterschool/toolkits
 Reprinted with permission of Learning Point Associates. McElvain, C. K., Caplan, J. G., Diedrich, K. C., Kaufman, S., & Walter, K. E. (2005).
Beyond the Bell®, A Toolkit for Creating Effective Afterschool Programs. (3rd ed., p. 108). Naperville, IL: Learning Point Associates.



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Linking with Academic Content and Skills

Use this tool to plan lessons and activities that deliberately link to academic content and skills for success in school.

Description: (In 1-3 sentences, summarize the activity or lesson)

Academic Standards: (Choose a few academic standards -- or Common Core Standards, as appropriate to your program -- to be incorporated)

21st Century Skills: (Check developmental skills that can be supported)

- | | |
|---|--|
| <input type="checkbox"/> Persistence | <input type="checkbox"/> Sense of efficacy |
| <input type="checkbox"/> Responsibility | <input type="checkbox"/> Work habits |
| <input type="checkbox"/> Self-expression | <input type="checkbox"/> Study skills |
| <input type="checkbox"/> Time management | <input type="checkbox"/> Creativity |
| <input type="checkbox"/> Self-esteem, confidence | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Self-regulation and anger management | |

Materials Needed: (List any materials, space, or resources needed)

Activity Steps: (Flesh out what students will do during the activity that will help them learn, practice, or deepen the academic content)

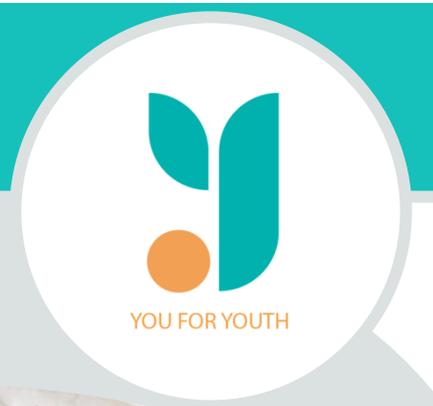
Reflect, Assess, Revise: (After the activity or lesson, how will students and staff be evaluated? How will growth be determined? For example, for students pre-and post- tests may be effective. For staff peer observation using an agreed upon rubric)



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RELATIONSHIPS WITH ADULTS



Project-Based Learning activities should do these things:

- Connect students with adult mentors and coaches from the wider community.
- Expose students to adults with relevant expertise.
- Engage adults in the design and assessment of student projects.





Y4Y RESOURCES



Involving Community Partners Checklist

Use this checklist to identify potential community partners. Next, brainstorm and check off ways partners might be involved in civic learning and engagement projects (or are involved currently).

Type of Partner	Name of Partner (Group, Organization, or Individual)	Options for Involvement						
		Interview or conduct research	Invite to program	Tour or visit	Meet to present an issue	Collaborate on project activities	Provide a service	Other:
Government:								
	Elected Official							
	Parks and Recreation Department							
	Court House/Judicial Department							
	City Council							
	Fire Department							
	Police Department							
	State or Federal Department							
	Other							
Community organizations:								
	Neighborhood Civic Association							
	Service group							
	Advocacy group							
	Local health organization							
	Local environmental organization							
	Local education organization							
	Other							



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Understanding Program Families

Ask families to complete this form as part of registration for your program. Be sure to translate this into families' native languages, if applicable.

Child's Name: _____

Other children's names and ages: _____

I. Contact Information

Name of Parent of Guardian: _____

Contact Information:

Home Phone _____

Cell Phone _____

Work Phone _____

Email _____

The best time of day to contact me is usually: _____ to _____

The best way to reach me is (circle all that apply):

- cell phone (text)
- cell phone (call)
- home phone
- work phone
- email
- other: _____

II. About My Child

Which of your child's qualities or abilities are you most proud of? _____

What quality or ability (or lack thereof) are you most concerned about? _____

[Continue to the next page]



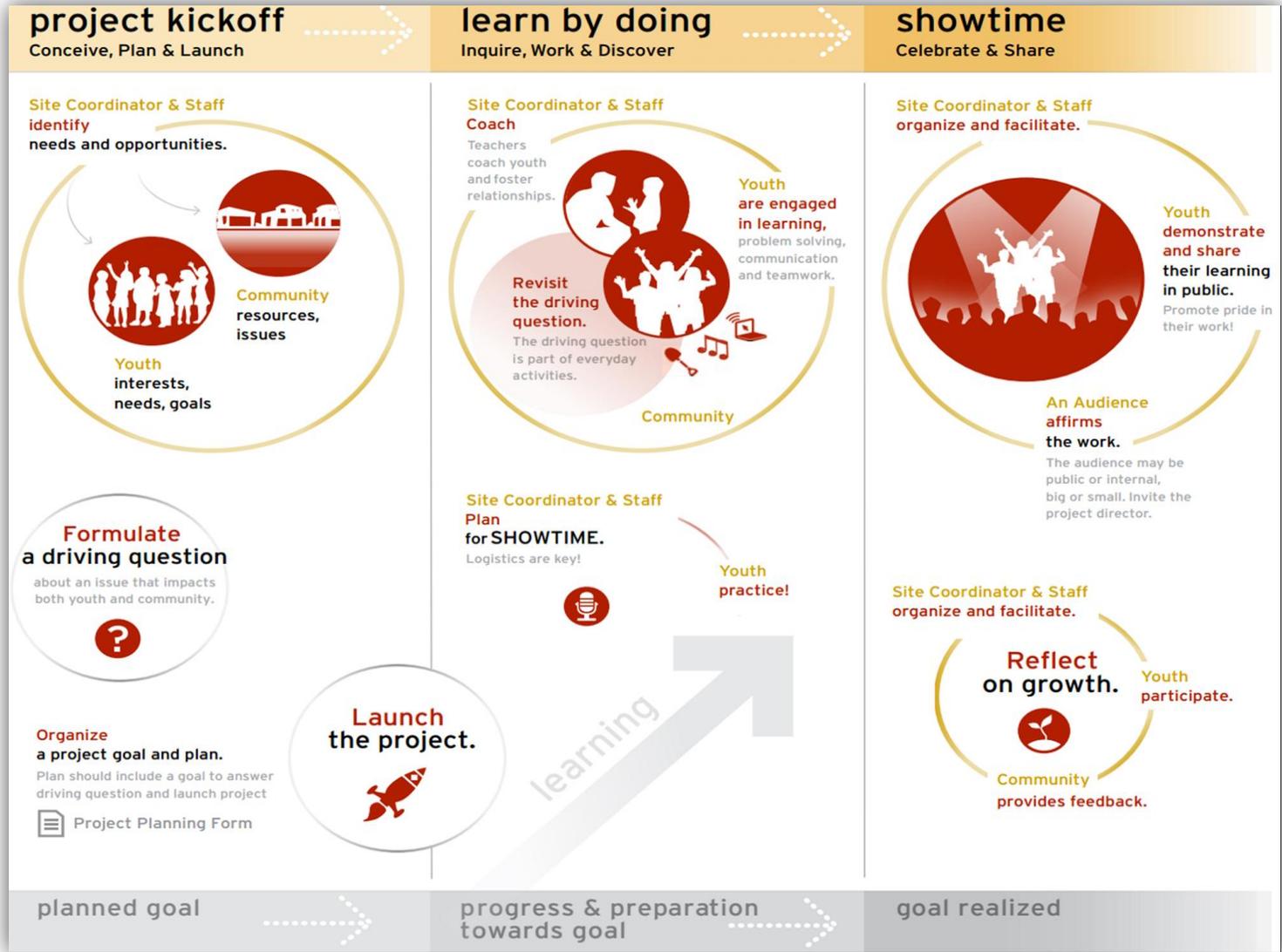
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THREE PHASES OF PROJECT-BASED LEARNING

Phase I Designing & Developing **Phase II** Planning & Implementing **Phase III** Celebration, Evaluation



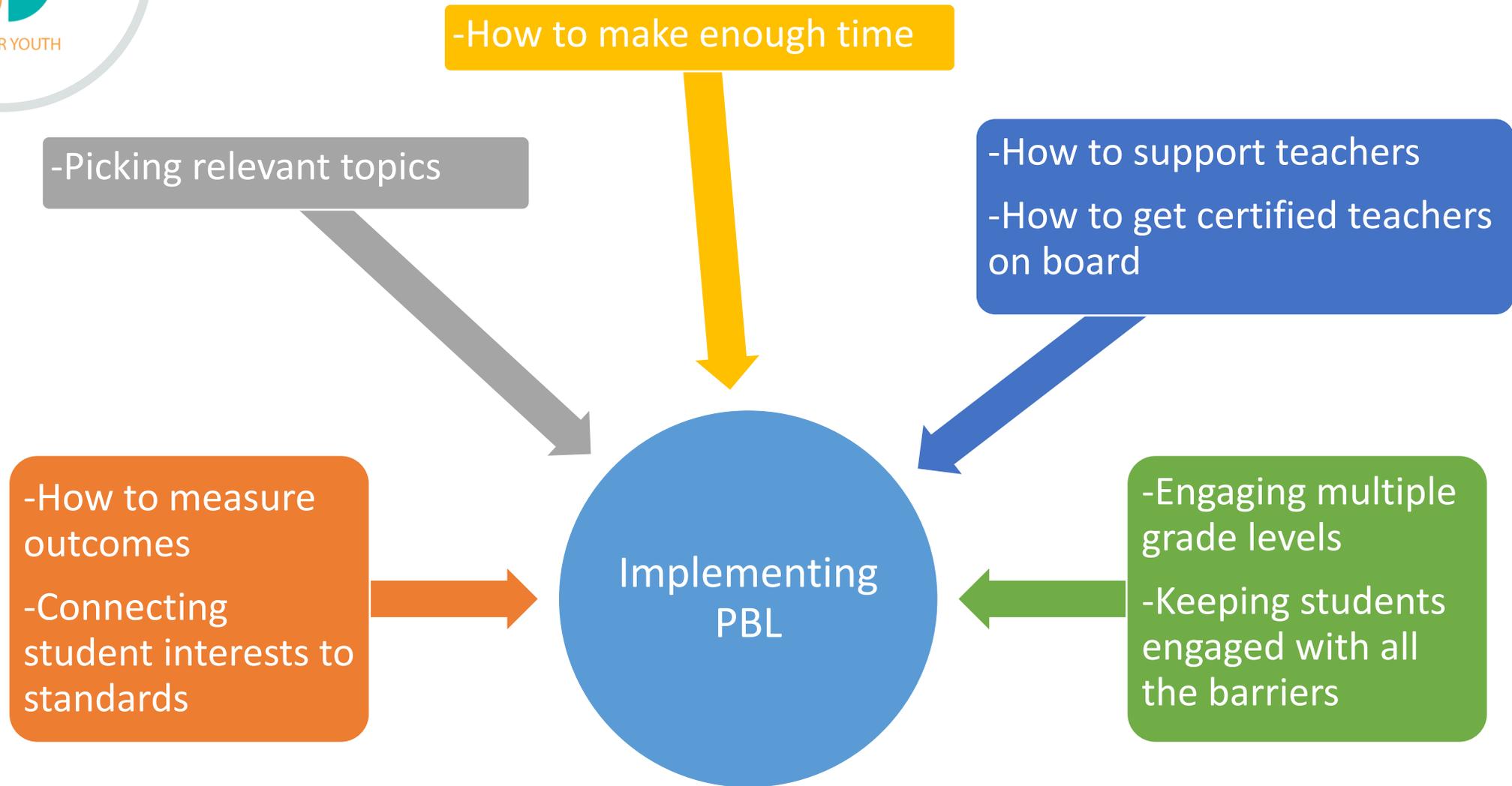


MAP WHAT YOU KNOW



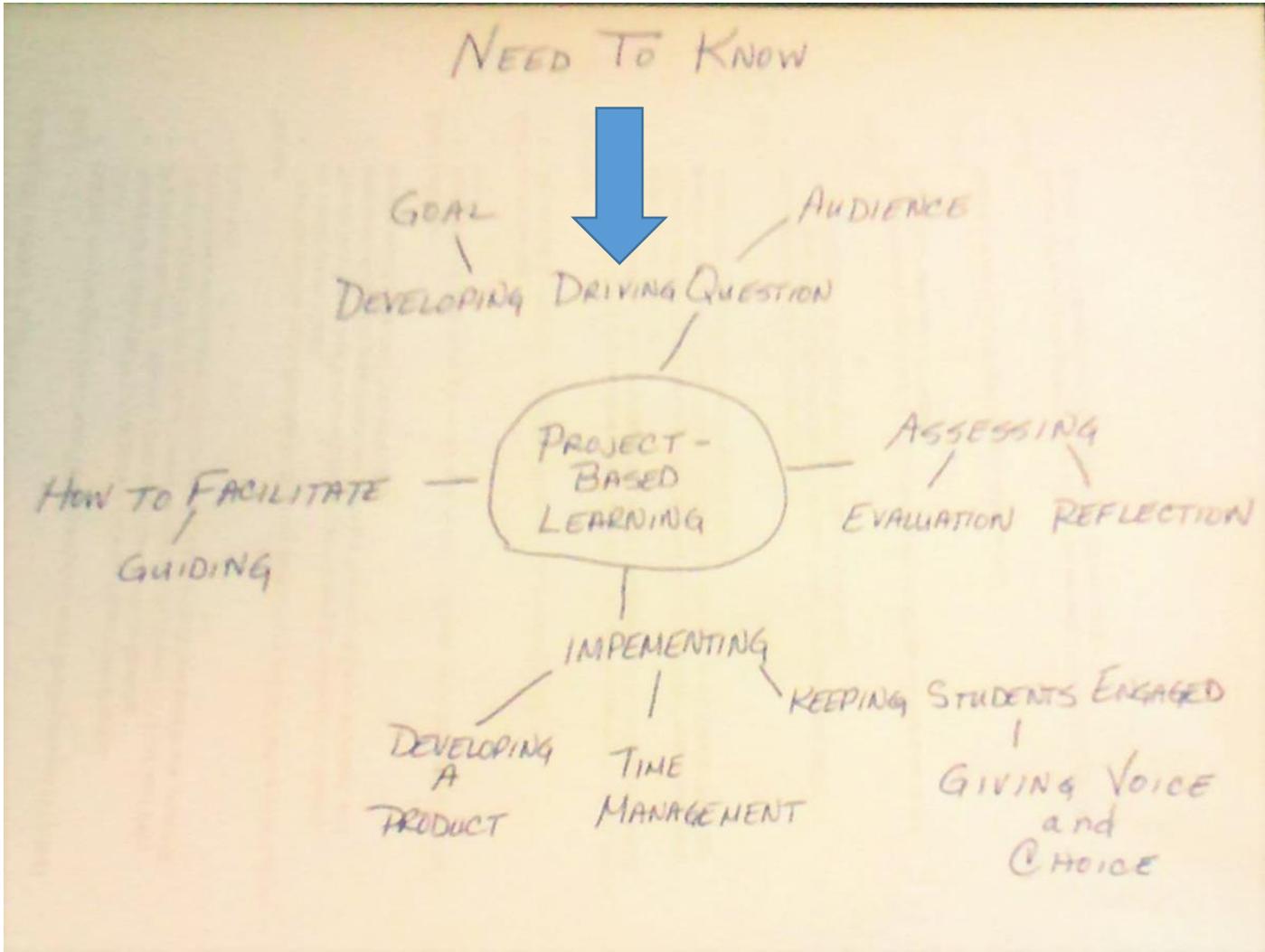


MAP WHAT YOU WONDER/NEED TO KNOW





PHASE I: MAP WHAT YOU WONDER





DRIVING QUESTIONS



PURPOSE OF A DRIVING QUESTION



For Students

- Challenges
- Engages
- Excites
- Provides a goal
- Guides work

For Staff

- Targets learning opportunities
- Identifies specific instructional needs
- Determines evaluation approach

DRIVING QUESTION TOPICS



YOU FOR YOUTH



- One that inspires students to develop a product, solve a problem, or get something done
- One that inspires deeper thinking, a change in thinking, or a debate



WHO WRITES THE QUESTION?

Student *Voice*



Teacher *Choice*



Y4Y LEARN MORE LIBRARY



Resource Search

48 resources related to your search.



Videos
The Gender Project: Craft the Driving Question
Working together to craft the driving question



Videos
Wing Project: Crafting a Driving Question
Refining a driving question or design challenge



Planning Forms
Driving Question Tubric 2.0
Build the Tubric and practice writing DQs.



Archived Webinars
Driving Questions
Purpose, examples, and how to write good DQs

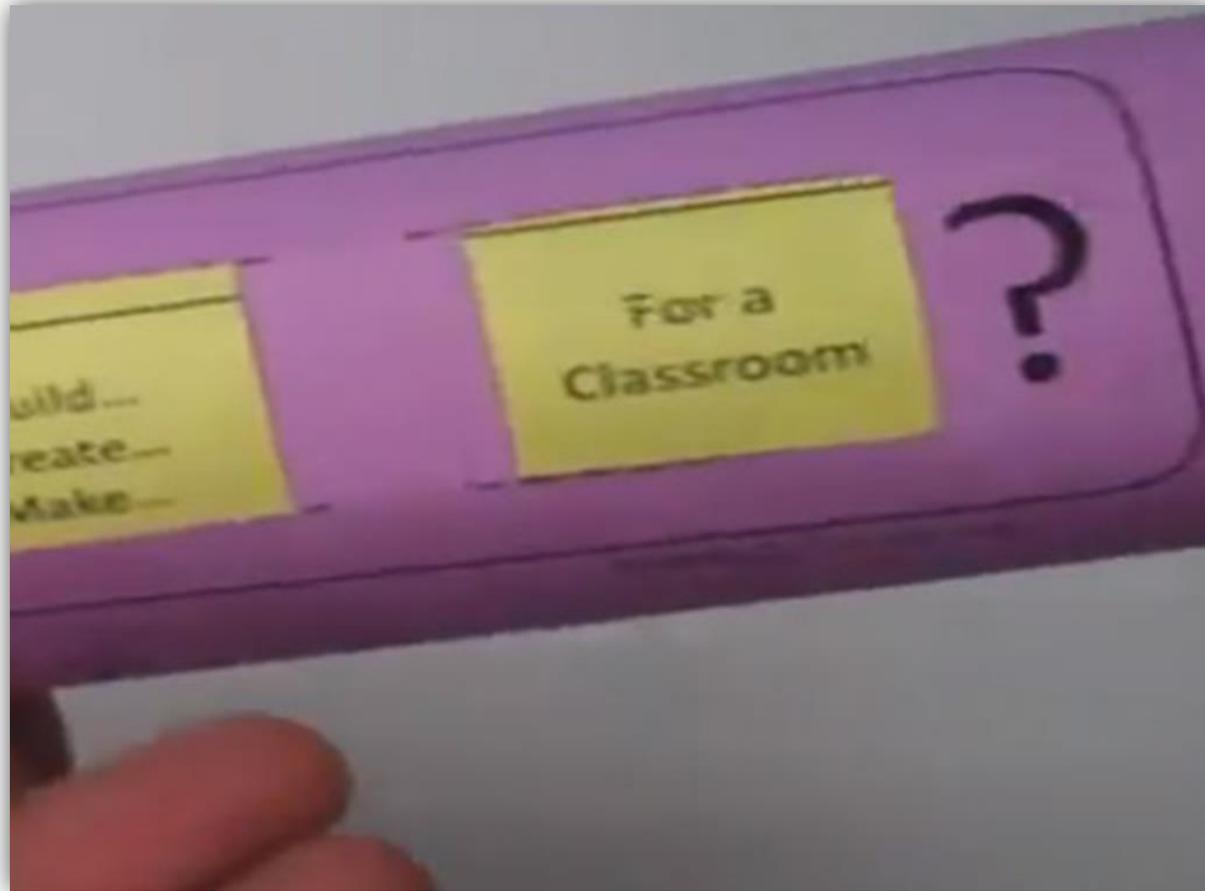


Videos
The Birth of the Tubric
Helps teachers & students create Driving Question



Videos
Watershed Project: Craft the Driving Question
Refine an abstract idea into a concrete DQ

BUCK INSTITUTE "TUBRIC"



LET'S PRACTICE



Question	Who	Verb/ Topic	Audience
1	2	3	4
[Wild Card]	[Wild Card]	[Wild Card]	[Wild Card]
How can...	I We	Build... Create... Make...	Real-World Problem
How do...	We as, [Roles] [Occupations]	Design... Plan...	For a Public Audience
Should...	[Town] [City] [County]	Solve...	For a School
Could...	[State] [Nation]	Write...	For a Classroom
What...	[Community] [Organization]	Propose... Decide...	For an Online Audience

Assembly required.
Instructions not included.
Application open-ended
It's Project Based Learning.

TUBRIC™ | bie.org

Why are there bugs in the garden?

What types of bugs are in our community garden and how can we, as entomologists, help our neighbors organically control the harmful ones?



For more FreeBIEs visit bie.org

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What types of bugs are in our community garden and how can we, as...



What types of bugs are in our community garden and how can we, as entomologists, help our neighbors organically control the harmful ones?

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Assembly required.
Instructions not included.
Application open-ended
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TUBRIC™ | bie.org

What do people from other countries eat?



How can we, as chefs, use our study of ethnic foods to teach our peers about other cultures?

CELEBRATE YOUR DRIVING QUESTION



Your driving question is important!

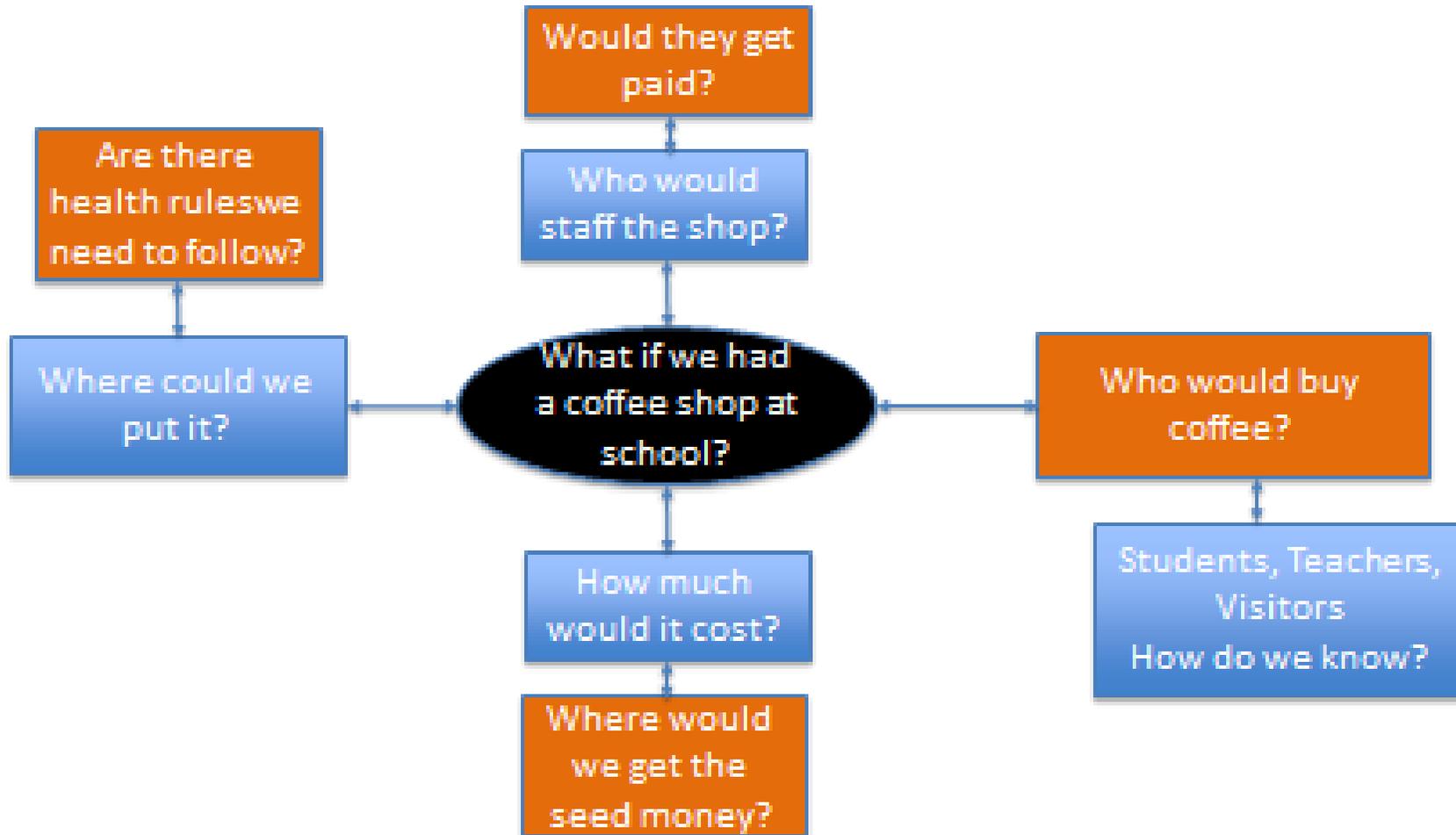
- Put it to music
- Make banners
- Make charts
- Make graphic posters

If students don't know the question, how will they answer it?

How can we convince our state education agency to give us another 21st CCLC grant?



ESSENTIAL QUESTIONS





ENGAGING STUDENTS IN ACTIVE LEARNING



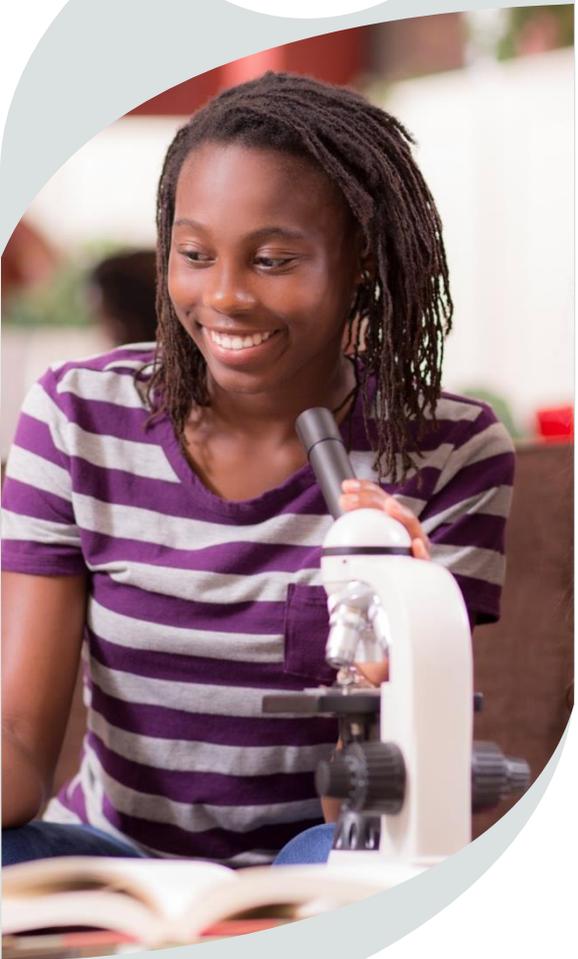
CHECK FOR UNDERSTANDING



Name 4 things you've learned about Driving Questions.



POINTS TO REMEMBER



- If students can use the Internet to answer the question, it isn't a driving question.
- Can the question be answered within the timeframe of the activity?
- It is common for driving questions to change, so plan to revise and/or refine your first draft.

DRIVING QUESTION



YOU FOR YOUTH



Why should a staff member invest time and effort to ensure there is a quality driving question to guide the activity?



UNTIL NEXT TIME...

Go to the [Project-Based Learning Page](#) on Y4Y, **BE SURE TO LOG IN**

<https://y4y.ed.gov/project-based-learning-hands-on-minds-on>

- Project-Based Learning Module
- Links to Y4Y Resources
- Discussion Board: **Why should a staff member invest their time to ensure there is a quality driving question to guide the project?**

NEXT TIME...

- Review of what you shared during the week
- Topic: Phase II – Planning and Implementing

Wednesday, November 2, 2016 1 PM-2 PM Eastern



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Visit: www.Y4Y.ed.gov

